PROGRAMS

Professional-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of professional-technical education ranges from career awareness and pre-vocational skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

The foundation of professional-technical education is the technical training programs. The program content has changed dramatically over the years to keep pace with rapid technological advances in the work environment. Professional-technical education programs also include the connections within and among technology, science, mathematics, communications and other academic disciplines. Idaho's professional-technical training program areas include:

- Agricultural Science and Technology
- Business and Office Technology
- Family and Consumer Sciences
- Health Professions Education
- Individualized Occupational Training (IOT)
- Marketing Education
- Technology Education
- Trade and Industry
- Emergency Services Training
- Career Guidance
- Upgrade and customized training

Agricultural Science and Technology (AST) prepares secondary and postsecondary students for careers in dynamic, global, natural resource-based industries. Rapidly changing technologies create exciting new career opportunities in the agricultural community. Environmental management, food quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international marketing and many other emerging fields all link to the central agricultural core of production, processing and distribution of food and fiber products. Agricultural Science and Technology programs also build global awareness and develop student leadership for the food, fiber and natural resource industries. Farm Business Management, under the AST program, is a three-year curriculum to assist farm families to develop the management skills necessary to analyze their business enterprises and operate a profitable

The student organizations affiliated with Agricultural Science and programs are:
FFA – **Idaho FFA Association** and IPAS--**Intermountain Postsecondary Agriculture Student Organization of Idaho**.

Business and Office Technology prepares secondary and postsecondary students for entry into and advancement in business and management careers. Students are able to select and apply the tools of technology as they relate to personal and business decision making. They develop the ability to participate in business transactions in both the domestic and international arenas. Students use accounting procedures to make decisions about planning, organizing and allocating resources. They apply the principles of law in personal and business settings. Finally, students develop interpersonal, teamwork and leadership skills necessary to function in diverse business settings.

Today's students.
Tomorrow's business professionals.

The student organization affiliated with Business and Office Technology programs at both the postsecondary and secondary levels is B.P.A. – ***Business Professionals of America***.

Family and Consumer Sciences prepares secondary and postsecondary students for success in their personal life as well as for careers in early childhood professions, food production and management, housing and interiors, apparel design and merchandising, hospitality, education and human services. Secondary students may apply their knowledge and skills to directly enter the workforce or to continue their education in a family and consumer sciences related program at a technical college or a university. Family and Consumer Sciences education also helps individuals balance life in the home, community and workplace.

The student organization affiliated with Family and Consumer Sciences is F.C.C.L.A. – ***Family, Career and Community Leaders of America.***

Health Professions Education at the secondary level provides students a setting in which to learn about career options and gain some basic competencies, including specific training as health care aides. At the postsecondary level, opportunities in a number of fields are available including nursing, surgical technology, dental assisting, health information technology, intermediate emergency medical technician/paramedic, medical assisting and physical therapy assisting.

The student organization affiliated with Health Professions Education is H.O.S.A. – **Health Occupations Students of America.**

Individualized Occupational Training (IOT) combines a secondary school-based career class with work-based technical training. IOT programs capitalize on student interests and strengths and extend the range of professional-technical training a school can offer. The program's design includes three foundational components: school-based, work-based, and connecting activities and prepare students for work or further postsecondary education. Instructors work with business and industry to develop competencies that students will complete while at the worksite.

Marketing Education provides classroom instruction and work-based experiences to secondary and postsecondary students in Marketing, Business Management, Entrepreneurship, E-Business, Communication and Interpersonal Skills, and Economics. The following areas of study are presented in terms of their relationship to marketing of goods, services, or ideas: Distribution, Financing, Marketing Information Management, Pricing, Product/Service Management, Promotion and Selling. Youth and adults are prepared for careers in sales, advertising, retail, food and restaurant marketing, hospitality and tourism, hotel and motel marketing/management, business management, marketing and international marketing.

The student organizations affiliated with Marketing Education are:
DECA – ***Students in Marketing Education*** (secondary) and DEX ***-Delta Epsilon Chi*** (postsecondary)***.***

Technology Education targets students in grades 9-12 only. It teaches students to be technologically literate. Students study, design, research, construct and test structures, materials, and techniques commonly used in todays highly advanced industrial applications. Instruction is centered on informational, physical, and biological/chemical systems. These areas comprise the umbrella of knowledge needed to function in a technological world and include the connections within and among technology, science, mathematics and other academic disciplines. Students develop critical thinking and problem solving abilities within the context of technological applications.

The student organization affiliated with Technology Education is T.S.A. – ***Technology Student Association.***

Trade and Industry programs mirror the technologies of today's industries by using advanced concepts and functions in an educational environment. The purpose of T&I education is to prepare secondary and postsecondary students for constantly changing careers that require a strong academic base with sound mechanical skills and the ability to transfer those skills in a technically mobile occupational setting. Programs use industry standards as the basis for their curricula and cover approximately 40 occupational areas such as electronics, robotics, automotive technology, welding, graphics and design, computer repair, networking, broadcast technology and journalism. Some of the new skilled occupations being offered in Idaho schools include Robotics and Automated Manufacturing, Three-D Animation, Media Technologies, Environmental Sciences and Aviation. Students receive state of the art instruction from instructors who have served in the industry and are certified technicians in their Trade areas.

The student organization affiliated with Trade and Industry is **SkillsUSA-VICA.**

Career Guidance provides students with the tools and services to assist them in making educational and career decisions. Counselors are actively involved in guidance activities that assist all students in making career choices. They help students in self-assessment, knowledge of educational programs and knowledge of current labor market trends.

Emergency Services Training (EST) provides fire, rescue, hazardous materials and anti-terrorism training for agencies and personnel within the Idaho Public Safety Sector. Training programs for paid and volunteer firefighters meet the International Fire Service Accreditation Congress (IFSAC) accreditation to provide firefighter certification for Idaho firefighters.

SERVICES

Single Parents and Displaced Homemakers programs provide adult single parents and displaced homemakers with services through a network of counseling centers called Centers for New Directions. These services help clients move from dependence to independence and include:

- personal, career and educational counseling
- assessment and testing; training in life skills
- preparation for employment and training
- support services

Department of Correction professional-technical education courses provide for certificate level preparation in specific occupational areas that can lead to successful employment opportunities upon release. These courses are offered at the Idaho State Correctional Institution, Pocatello Women's Correctional Center, North Idaho Correctional Institution, Idaho Correctional Institution at Orofino, Idaho Maximum Security Institution, and Southern Idaho Correctional Institution.

Idaho's Career Information System (CIS) provides Idaho residents with comprehensive information about education and work to help them choose the right education and make successful career decisions.

Academic Skills Development provides academic skills assessment and remediation to enable unprepared and underprepared adults at the technical colleges to succeed in professional-technical education programs and in the workplace.

Short-Term Work Force Training provides short-term, industry specific, customized training closely related to the regular postsecondary programs for individuals already in the workforce and for dislocated and displaced workers. Training is also specifically customized for business and industry to provide a ready workforce for new and expanding companies.

SECONDARY RESULTS

The level of high school student participation in professional-technical education programs increased by .77% from FY01, in comparison to a .54% increase in overall secondary enrollment.

Secondary students attained positive placement of 93%.

In FY02, 88% of secondary completers demonstrated mastery of the competencies in capstone courses, compared to 88.2% in FY01.

The number of Tech Prep agreements increased from 342 in FY01 to 365 in FY 2002. The number of secondary students participating in Tech Prep in FY02 increased by 38% from 3,211 to 4,434.

In FY02, 109 school districts had approved professional-technical programs.

In FY02, 11 professional-technical schools offered 90 programs to 3,286 students (compared to ten schools, 74 programs and 2,435 students in FY01). This is a 34.95% increase in enrollment.

The number of approved secondary professional-technical education programs decreased from 752 in FY01 to 746 in FY02.

A total of 2,371 students were enrolled in the 51 Information Networking Technologies programs delivered statewide.

Idaho's Family, Career and Community Leaders of America (FCCLA) chapters provided *STOP the Violence* training to over 2,500 Idaho students.

The *American Careers Planner & Parent Edition* career exploration and planning magazine was provided to all 8th graders in Idaho (22,000 copies). A separate magazine was provided to all of their parents.

Pamela Gomes, Lake City High School in Coeur d'Alene, won the GIANTS Award (Governor and Industry Award for Notable Teaching of Science). She is one of two winners and teaches a professional-technical program in Advanced Forest Management.

The *Career Guidance Blueprint* CD was created and contains 52 career lessons aligned with Idaho's achievement standards.

Leadership developed was included as an integral part of all professional-technical programs. Specific participation in student organizations at the secondary level in FY02 was:

FFA	3,606
BPA	1,734
FCCLA	1,228
DECA	622
HOSA	231
TSA	236
SkillsUSA-VICA	493

In May, Eastern Idaho Professional-Technical school held a competition for grades six through twelve to compete in different events with robotic vehicles. Science teachers, technical education teachers and INEEL robotic engineers partnered together for this project. Students learned to program the computers and build the vehicles. Grants from the University of Idaho and INEEL helped fund the project.

Program quality was demonstrated through success of students in national competitions:

- A student from Lewiston High School was one of the top ten finalists in Business Services Marketing at the International DECA Career Development Conference.

- An American Falls student placed in the top ten semi-finalists in the Fashion Merchandising Promotion event at the International DECA Career Development Conference.

- Four BPA members placed first in the nation in their competitive events.

- Two Idaho FCCLA members were selected as National Trainers for the STOP the Violence training events conducted around the United States.

- Gold medals were awarded to 22 FCCLA members for their achievement in national leadership STAR Events.

- Six Technology Education students placed in the top ten at the National TSA Conference in Denver.

- North Fremont placed first in the nation in the TSA Construction event, with one student of the 105 entered scoring highest in the nation on the written test.

- Though only in its second year, IdahoHOSA sent 34 students to the national conference where two secondary students placed in the top ten in various events. Also, two chapter advisors (one from Bonners Ferry and the other from the Riverbend Professional Technical Academy in Post Falls) were recognized as outstanding chapter advisors. The state organization received a recognition award for its increase in membership.

- Six secondary students of SkillsUSA-VICA placed in the top ten at the National Skills Leadership Conference. Pocatello High School took the gold medal for Secondary Automotive Technology.

- Pocatello High School won the first place trophy in the Idaho Ford/AAA Skills Event held at Boise State University. They went on to win fifth place in the National event held in Washington D.C.

- Nearly 400 Idaho FFA members attended the National FFA Convention in Louisville. Special recognition went to Fruitland for a third place finish in Farm Business Management; Kuna for a fourth place finish in the Meats; Rigby for a fourth place finish in Horse Evaluation; New Plymouth for an eighth place finish in Ag Sales; and Melba for a ninth place finish in Dairy Foods. The Kuna FFA Chapter also received a gold medal in Parliamentary Procedure.

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS

	1997	1998	1999	2000	2001	2002	1-Yr % Change	5-Yr % Change
High School {1}	75,921	75,611	76,118	76,509	74,696	75,098	0.54	-1.08
Professional-Technical Totals {2}	62,085	65,408	71,323	74,011	75,622	76,201	0.77	22.74
Ag Science & Technology	8,737	8,971	9,427	9,293	8,940	8,990	0.56	2.90
Business Education	17,995	19,321	21,459	22,280	22,485	23.324	3.73	29.61
Health Professions	1,300	1,427	1,901	2,197	2,134	2,260	5.90	73.85
Family/Consumer Sciences	15,657	16,224	17,157	16,158	16,384	15,480	-5.52	-1.13
Occup Fam/Cons Sciences	743	787	889	1,086	903	902	-0.11	21.40
Marketing Education	1,896	1,896	2,221	2,110	2,331	2,342	0.47	23.52
Technology Education	7,861	7,460	8,098	8,121	8,556	8,634	0.91	9.83
Trade & Industry	6,720	7,359	7,573	8,979	10,505	11,189	6.51	66.50
Multi-Occupations {3}	282	168	30	0	0	0	N/A	N/A
Individualized Occupational Training	894	1,795	2,568	3,787	3,384	3,080	-8.98	244.52
Special Populations {4}	16,456	16,540	19,666	19,899	21,658	24,757	14.31	50.44
Tech Prep {5}	1,446	2,358	{6} 1,620	2,334	3,211	4,434	27.58	206.64
Professional-Technical Schools {7}	N/A	N/A	817	1,771	2,435	3,286	34.95	N/A

{1} Public School Grades 9-12. Numbers do not include ungraded secondary students.

{2} Enrollments are unduplicated **within** program areas, but some duplication does occur **between** program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

{3} Multi-Occupations has been gradually replaced by Individualized Occupational Training (IOT).

{4} These numbers reflect students who are included in the program enrollments above.

{5} These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary credential. Most of these students are enrolled in professional-technical program areas listed above.

{6} This drop was due in large part to a revision in the way tech prep students were tracked and counted.

{7} These students attend advanced classes approved for separate Professional-Technical Schools/Academies. They are all enrolled in professional-technical program areas listed above.

Postsecondary professional-technical education completers attained positive placement of 95.33%.

The number of full-time equivalent postsecondary AAS Degree/Certificate students increased by 8.85%. Accrued head-count increased by 9.98%.

The number of approved postsecondary professional-technical education programs increased from 148 to 151.

Workforce and customized training was delivered to 27,933 adults for retraining and upgrading work skills through 2,233 short-term training classes. Since 1998, over 200,000 adults have been served through the short-term training system.

Fire service, hazardous materials and emergency services training were delivered through 284 classes to 4,698 emergency personnel.

At the postsecondary level, 425 Hispanic students (compared to 369 in FY01) and 218 Native American students (194 in FY01) were enrolled.

Workforce Training Fund grants were used to provide customized training to more than 2,616 new Idaho employees through the technical college system.

In FY02, the Centers provided nontraditional career activities to 197 single parents and displaced homemakers. Of those, 130 (66%) enrolled in or continued in nontraditional technical programs. Thirteen percent (26) graduated from nontraditional technical programs and fourteen percent (27) entered nontraditional jobs. The total positive outcome was 93% (193). (Nontraditional grants allow each Center to provide pre-vocational training and/or financial stipends for participants wishing to enter a nontraditional professional-technical education program. The significance of nontraditional training is that it typically leads to higher paying jobs.)

In FY02, 287 students enrolled in academic skills development programs at the technical colleges.

Course delivery and video conferencing for state agencies, business and industry and postsecondary institutions were provided via the distance learning network.

Programs were provided in coordination with the technical colleges and the Department of Correction to deliver training via distance learning to incarcerated men and women at the State Correctional facilities. Over 50 individuals took part in the training provided through the six technical colleges. Courses provided at correctional facilities included flagging, business and office procedures, custodial training and electronics.

There were 1,483 students enrolled in business technology, software engineering, computer applications, network support, A+ computer support, and computer networking technology courses.

Twelve postsecondary health professions education improvement initiatives were developed by the Postsecondary Integration Task Force. These included professional development courses for practical nurses, and training in phlebotomy, nursing assisting and other aide level programs.

POSTSECONDARY RESULTS

Participation in Professional-Technical Student Organizations at the postsecondary level in FY02 was:

IPAS	11
BPA	167
DEX	125
HOSA	1
SkillsUSA-VICA	435

Program quality was demonstrated through success of students in national competitions:

- Members of the LCSC DEX chapter placed second in the national Quiz Bowl Team competition.
- Students from LCSC, CSI and BSU placed in the top ten in the nation at the International DECA Career Development Conference.
- Two students from BYU-Idaho placed first in Retail Marketing/Management at the International DECA Career Development Conference.
- Ten BPA students placed first in the nation at the National Leadership Conference. Events included Java Software, Developer and Presentation Management Team.
- Ten SkillsUSA-VICA students placed in the top ten at the National Skills Leadership Conference. A student from the College of Southern Idaho won the gold medal for Postsecondary Automotive Technology and another CSI student won the bronze medal in Criminal Justice.

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS
ANNUAL ENROLLMENT SUMMARY

	TOTAL	BSU	CSI	EITC	ISU	LCSC	NIC
AAS/Cert. Enrollment							
Accrued Headcount	8,111	1,445	2,066	1,399	1,857	727	617
Student VFTE *	4,180	866	717	536	1,178	448	435
No. of Programs	151	31	31	16	35	18	20
Short-Term Training							
Accrued Headcount **	32,631	7,649	2,824	5,111	6,015	5,034	5,998
Short-Term Training	27,933	6,022	1,988	4,818	5,567	4,581	4,957
Hazardous Materials Trng	1,405	549	257	133	83	152	231
Fire Service Training	3,115	1062	522	141	345	266	779
Anti-Terrorism Training	178	16	57	19	20	35	31
Student VFTE	940	239	126	112	159	132	172
Number of Classes	2,517	634	204	231	520	551	377
Total Enrollments							
AAS/Cert. & Short Term Accrued Headcount	40,742	9,094	4,890	6,510	7,872	5,761	6,615
AAS/Cert. & Short-Term Accrued Student VFTE	5,120	1,105	843	648	1,337	580	607
Other Enrollments/Services							
Center/New Directions	1,994	253	275	260	838	140	228
Adult Basic Education	9,766	3,638	2,505	715	1,057	464	1,387
Corrections (VFTE)	70						

* Vocational Full-time Equivalent

** The Short-Term Training accrued headcount, student VFTE and number of classes include all Short-Term, Hazardous Materials, Fire Service, Emergency Medical (through FY99) and Anti-Terrorism (beginning in FY01) training data.

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS
FISCAL YEAR ENROLLMENT HISTORY

	1997	1998	1999	2000	2001	2002	1 Yr % Change	5 Yr % Change
Boise State University								
AAS/Certificate								
Student VFTE	807	829	904	896	818	866	5.87%	7.31%
Accrued Headcount	1,095	1,098	1,235	1,259	1,291	1,445	11.93%	31.96%
Short-Term								
Student VFTE	327	306	325	266	194	239	23.20%	-26.91%
Accrued Headcount	10,762	9,029	9,286	7,984	6,652	7,649	14.99%	-28.93%
College of Southern Idaho								
AAS/Certificate								
Student VFTE	589	542	576	617	658	717	8.97%	21.73%
Accrued Headcount	1,166	1,203	1,217	1,555	1,812	2,066	14.02%	77.19%
Short-Term								
Student VFTE	129	147	119	92	201	126	-37.31%	-2.33%
Accrued Headcount	3,293	4,790	3,457	2,920	5,227	2,824	-45.97%	-14.24%
Eastern Idaho Tech College								
AAS/Certificate								
Student VFTE	348	370	386	424	466	536	15.02%	54.02%
Accrued Headcount	601	1,301	1,495	1,197	1,356	1,399	3.17%	132.78%
Short-Term								
Student VFTE	104	42	124	252	233	112	-51.93%	7.69%
Accrued Headcount	4,594	2,479	6,933	16,000	14,008	5,111	-63.51%	11.25%
Idaho State University								
AAS/Certificate								
Student VFTE	1,147	1,191	1,234	1,234	1,144	1,178	2.97%	2.70%
Accrued Headcount	1,571	1,673	1,654	1,606	1,756	1,857	5.75%	18.20%
Short-Term								
Student VFTE	179	170	165	167	166	159	-4.22%	-11.17%
Accrued Headcount	8,028	10,170	6,985	8,139	6,898	6,015	-12.80%	-25.07%

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS
FISCAL ENROLLMENT HISTORY (CONTINUED)

	1997	1998	1999	2000	2001	2002	1 Yr % Change	5 Yr % Change
Lewis-Clark State College								
AAS/Certificate								
Student VFTE	422	410	425	399	410	448	9.27%	6.16%
Accrued Headcount	677	688	583	485	563	727	29.13%	7.39%
Short-Term								
Student VFTE	92	80	128	135	156	132	-15.38%	43.48%
Accrued Headcount	3,035	4,216	4,851	3,261	4,567	5,034	10.23%	65.86%
North Idaho College								
AAS/Certificate								
Student VFTE	328	362	368	380	344	435	26.45%	32.62%
Accrued Headcount	454	466	470	545	597	617	3.35%	35.90%
Short-Term								
Student VFTE	185	159	621	208	187	172	-8.02%	-7.03%
Accrued Headcount	6,979	9,029	9,978	9,614	7,624	5,998	-21.33%	-14.06%
TOTALS								
AAS/Certificate								
Student VFTE	3,641	3,704	3,893	3,950	3,840	4,180	8.85%	14.80%
Accrued Headcount	5,564	6,429	6,654	6,647	7,375	8,111	9.98%	45.78%
Short-Term								
Student VFTE	1,016	904	1,482	1,120	1,137	940	-17.33%	-7.48%
Accrued Headcount	36,691	39,713	41,490	47,918	44,976	32,631	-27.45%	-11.07%